Meta Evaluasi Program Peningkatan Mutu Berbasis Sekolah di SMK

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Abstrak

Penelitian ini bertujuan untuk melakukan Evaluasi Meta terhadap Program Peningkatan Mutu Berbasis Sekolah di SMK (Sekolah Menengah Kejuruan) dengan menggunakan Model Evaluasi Meta yang dikembangkan melalui penelitian dan pengembangan (*Research and Development*). Penelitian ini akan dilaksanakan di Toraja Utara dengan populasi 22 SMK. Sampel diambil secara *purposive.* Subjek penelitian adalah guru, kepala sekolah/wakil, kepala tata usaha dan siswa. Prosedur penelitian dirancang dua tahun sesuai tahapan *R&D* yaitu: (1) Analisis kebutuhan, (2) Pengembangan produk, (3) Uji coba dan revisi produk, (4) Implementasi dan diseminasi. Tahun pertama (2015), diawali dengan mengembangkan model evaluasi meta dengan perangkat instrumennya yang akan diimplementasikan pada penelitian tahun kedua (2016). Hasil yang dicapai tahun pertama ialah: (1). Model Evaluasi Meta hasil pengembangan dengan perangkat instrumen evaluasi, (2). Model penelitian dan pengembangan (*R&D*) yang digunakan, (3). Teori/Hipotesis baru, informasi dan desain, data dan laporan penelitian, artikel, synopsis, (4). Rekomendasi hasil penelitian. = 142 kata

Kata Kunci: Model Evaluasi Meta, Peningkatan Mutu Berbasis Sekolah, SMK

INTRODUCTION

Improving the quality of education has always pursued in various ways since 2003 but nevertheless public complaints as users there are always that education is considered less qualified. This is because the problem of low quality of outputs and outcomes on the one hand, a larger portion than the superior-quality schools on the other hand causes a disparity. At first, a centralized education system is considered as a cause of deterioration of education due to bureaucracy and decision-making power as centralized that causes human helplessness school. Therefore Constitution RI 22 number of 1999 on regional autonomy at the time mandated the need for implementation of SBM to foster schools self-reliance. Autonomous education gives authority to the head of the region to make more quality education in the area (Suyanto, 2006: 2). Puskur Research and Education Ministry (2004: 6) also states that "the problem is the quality, relevance, efficiency, and equity of access to education is still low. Fajar newspaper load that the graduation rate of student in the UN SMK is very low, even the minister Muh. Nuh (2010) states that nationally the number of graduation in 2010 fell four percent (only 89.88%) compared to 2009 (93.4%). Vocational school graduation rate of data acording to Kemdikbud 2013-2014, in 2011 (99.41%) , in 2012 (99.72%), in 2013 (99.94%), 2014 (99.90%). Internationally, Shalimou (2008: 1) suggests that in terms of human resources quality and Indonesia ranked 108 in the world and is still under Vietnam (from 177 countries). Grade education who obtained the grade school. According to Gunawan (2007: 11,13,18), a national policy on quality assurance contained in UU No. 20 Sikdisnas of 2003, pasal 50, ayat 2 (a national policy to guarantee the quality of national education), pasal 91 (required to conduct quality assurance of education). Everything becomes a rationale to participate in quality improvement in all areas and levels of education, not least in SMK. Acording to Nuraeni (2014: 4) SMK's in South Sulawesi is number 186 SMK (142 is SMK private and 44 is state SMK). In the North Toraja there are 22 vocational high schools.

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Why is important to improve the quality? Mardapi (2004: 3) states that the importance of quality improvement undertaken because there are two important issues namely global competition that demands the ability of graduates with quality resources, and challenges of educational institutions such as the competence of graduates. According to Suyanto (2008: 7), there are three pillars of the national education development policy and expansion of equitable access to education, national education development, improving the quality, relevance, and competitiveness. Quality improvement is one of the development policy should continue to be implemented at all levels of education, because according to Mardapi (2008: 1-2), the quality of education is one indicator of human resources, and quality of human resources can be seen its from the ability of graduates. SMK graduates are expected to have the competence to directly to the work so that management should be applied work based or business based. According to BPS, the open unemployment rate in 2008 is 17.26% for SMK. According to Hamdan (2014) the number of students entering college are 22.35%, 72.63% APK, APM 45.54%. Therefore, quality improvement must be continuous and sustainable.

The gap between expectation and reality, supported by empirical data that requires attention because the empirical data would provide a systemic impact on the development of vocational high education in colleges even as a container that holds vocational graduates. It is therefore necessary to evaluate how the implementation of quality improvement SBM that have been implemented since 2003 to find further improve the quality of recommendations in order to reduce this gap. This prompted the authors to carry out an evaluation using meta meta evaluation models are developed according to the purpose to serve as guidelines, design or reference of evaluation. The problem is "What level of successful implementation of quality improvement programs in vocational SBM? What factors that support and hinder quality improvement program at SMK? How the implementation of quality improvement programs in vocational high education? How meta evaluation model corresponding to a guideline, a pattern or a reference to evaluate the problem. Therefore must to be a tools of evaluation are the meta-evaluation model. Thus the results of the meta evaluation can provide recommendations that will be a continuing need for quality improvement.

The focus of this research aims to evaluate the quality improvement SBM programs in vocational high education by at first developing a model to meta evaluate as his guide. Implementation of meta-evaluation of program the quality improvement based on the SBM in vocational high school program with nine functions are delegated into arable BSM namely: 1) teaching and learning, 2) planning and evaluation of school programs, 3) management of the curriculum, 4) workforce management, 5) management of equipment and supplies, 6) financial management, 7) student services, 8) relationship between the school and community / industry, 9) management of school climate.

METHODS

This research is evaluative, relatively skim of fundamental research using the approach of research and development (R & D) model of Gall and Borg (1983) simplified by Sri Anitah (2006) into four stages, with four development steps, namely: (1) analysis of needed, (2) product development, (3) tryout and revision of the product, (4) implementation and dissemination.

Flow Chart of Research and Development as follows:

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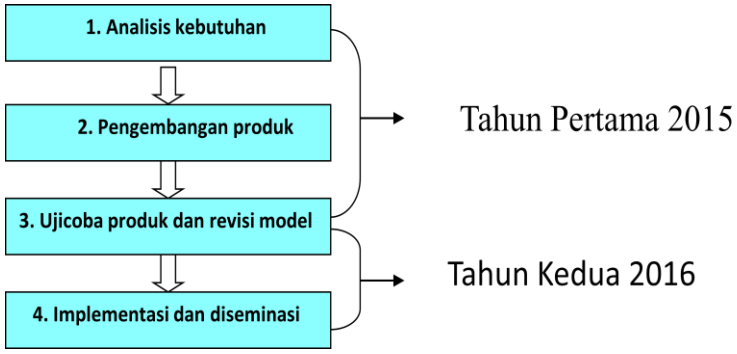

Figure 1 Stages of development (R & D) adaptation Sri Anitah (2006) from Borg & Gall)

The research will be conducted at UNM Makassar and test models and field tests conducted in North Toraja Regency with a population of all vocational high schools in North Toraja Regency and samples were taken by purposive sampling. Reearch procedures designed two-year (2015-2016) according to the stages of R & D: (1) needs analysis, (2) product development, (3) tryout and revision of the product, (4) implementation and dissemination. The first year (2015), developed a meta evaluation model with instruments starts from field survey, the study of theory and research results; formulate problems and objectives; designing and developing a conceptual model, developed the instrument; content and construct validation, tryout and revision of models, field tests (test model), data collection, processing and analysis, reporting, making a first research article and second research synopsis. The second year (2016), the implementation of meta evaluation model with the instrument, collection, processing and data analysis, reporting and dissemination of the final product model and meta evaluation findings, recommendations for applied research. Making scientific articles to be published in national journals or international journals. Data collected by content analysis of existing models to be developed, validated, empirical test, observations, interviews, checklists, focus groups, questionnaires, document analysis. Data were analyzed with descriptive and qualitative analysis (qualitative descriptive). Outcomes to be achieved (2015 and 2016), namely: 1 Meta Model Evaluation results and device development instruments, 2.Model research and development (R & D) were used, 3. Theory / new hypothesis, information and design, 4. Data and research reports, articles for 2015 and 2016, 5. Synopsisfor second research, 6. recommendations of first and second research .

RESULTS AND DISCUSSION

As a first step undertaken was to develop a conceptual of meta evaluation model based on stages of R & D: (1) needs analysis, (2) product development, (3) tryout and revision of the product, (4) implementation and dissemination. The first year (2015), developed a meta evaluation model with the instruments starts from field survey, the study of theory and research results; formulate problems and objectives; designing and developing a conceptual model, developed the instrument; content and construct validation, tryout and revision of models, field tests (test model), data collection, processing and analysis, reporting, making first research article and second research synopsis. From the field survey, the study of theory and research, it was found that the evaluation model could be developed into a conceptual meta evaluation motel ready to be developed further according to the problem and objectives as well as the research and development stages.

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1. From the field survey results are as follows:

Results of FGD with teachers of SMK (2013) showed that quality improvement has been implemented but each SMK is not the same, and the equation is to produce graduates who are competent, professional, competitive, skilled, productive in their respective fields. Especially productive in the field of entrepreneurship appropriate expertise. Quality improvement focused on student services /outputs, needs educators, and infrastructure, teaching and learning, students' skills on demand society. Vocational education has bright prospects because many labor demand of stakeholders who develop them.

2.Research Results from Saludung (2010): Development of a program evaluation model of MPMBS implementation in high school, resulting in a model KMPHD-K with the following instrument:

Description of KMPHD-K evaluation model with its components and indicators.

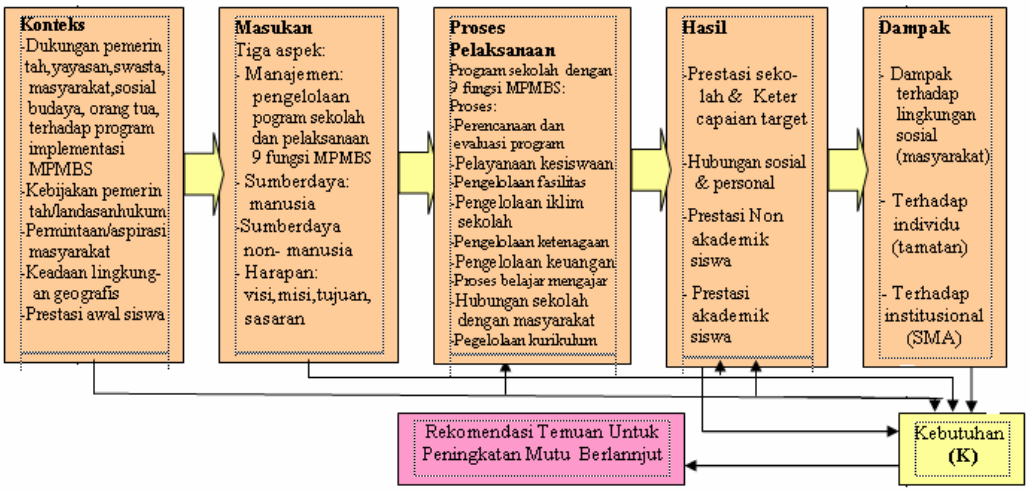

Figure 2. KMPHD-K Evaluation Model with the components and indicators

3. Competitive of Research Grant (2009-2011): Development and application of Logic Models in Reinforcement Learning of Life Skills-Based Entrepreneurship, produce Logic Model developed by the author with six components are: situation, input, aktivities, outputs, outcomes, external factors, described as the following:

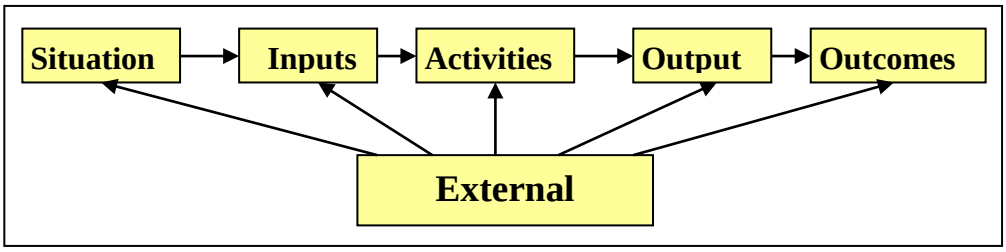

Figure 3. Model Logic hasil pengembangan Saludung (2011)

4. Kajian Literatur Menemukan Full Scope Evaluatiom Model

Full Scope Evaluatiom Model (Dessinger-Moseley, 2004: 16)

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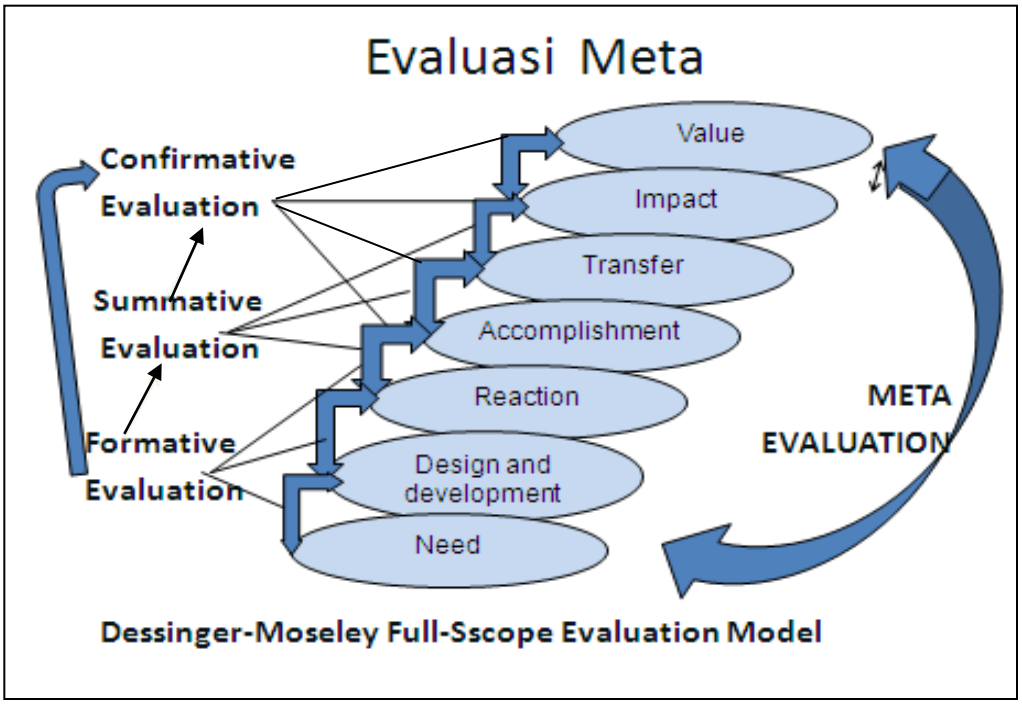

Figure 4. Full Scope Evaluation Model (Dessinger-Moseley, 2004)

Dessinger-Moseley (2004: 16) make a complete evaluation model be called full-scope evaluation models, consisting of seven levels/indicators are need, design and evaluation, reaction, accoplisment, transfer, impact, value. All three are accumulated in four scopes of the evaluation are starts on the formative evaluation, evaluation sumative, konfirmative evaluation, and meta-evaluation. "Meta evaluation is a quality control process that is applied to the process, product, and result of formative, summative, and comfirmative evaluation; itis all about evaluating the evaluation. The purpouse of meta-evaluation is to validate the evaluation inputs, process, outputs, and outcomes (Dessinger-Moseley, 2004: 9-10)." This evaluation too complete so-called full-scope evaluation and the overall activities of this comes with a meta-evaluation. Meta Evaluation of conceptual models will be developed from the above three models, especially as a third model that is the basic for the development of evaluation into the Meta Model that will result in the fit model to use meta evaluate the quality improvement program in SMK. According to Saludung (2010), the model is an object or concept, which is used to present something else, is a reality on a small scale and be converted into a form that can be understood comprehensively and provide recommendations for action to be taken. Model evaluation is a reference, concept or pattern of an object that gives recommendations for action to be taken to explain the effectiveness of the results of the implementation of the program (Saludung, 2010). Program is a system and a series of activities. Program evaluation aims to measure the achievement of the program, the successful implementation of the policy and decision-making can be implemented for the next. Meta evaluation is to evaluate the process and outcome evaluation, which can be done with the evaluation activities for improvement so that the evaluation results will be better. Meta evaluation can be done when you're evaluating or after the evaluation is complete, was conducted to determine the results achieved. Meta evaluation is the evaluation of the evaluation system. The external meta is

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evaluation to see the truth and assess the design, process and evaluation reports, conducted by an outsider. The internal meta is done by insiders to revise and follow the evaluation activities that evaluation goes as it should.

Meta-evaluation is a systematic and formal evaluation of evaluations, evaluation systems or use of specific evaluation tools in order to guide planning/management of evaluations within organisations. A meta-evaluation can be used for ongoing evaluations (formative) or report on the strengths and weaknesses of previous evaluations (summative). It was a methodology proposed by Michael Scriven in 1969 to describe his evaluation of a plan to evaluate educational products (Scriven, 2009). Stufflebeam describes the meta-evaluation as "the process of delineating, obtaining, and applying descriptive information and judgmental information - about the utility, feasibility, propriety, and accuracy of an evaluation and its systematic nature, competent conduct, integrity/honesty, respectfulness, and social responsibility-to guide the evaluation and/or report its strengths and weaknesses." A meta-evaluation is carried out by making an assessment of evaluations through reports and other relevant sources including information, and judgements, from stakeholders including the evaluator, client, programme staff, programme beneficiaries, and others (Stufflebeam, 20011).

In developing a methodology for meta evaluation, it is important to have in mind an appropriate set of criteria. These are needed to prescribe necessary and sufficient attributes of evaluation reports and designs. A good place to start is with accepted criteria, because evaluation reports must contain sound information.

The criteria of technical adequacy (Stufflebeam, 2011) are:

1. Internal Validity. This criterion concerns the extent to which the findings are true.
2. External Validity. This criterion refers to the generalizability of the information.
3. Reliability. This criterion concerns the accuracy of the data
4. Objectivity. This criterion concerns the publicness of the data.
5. Relevance. This criterion concerns whether the findings respond to the purposes of the evaluation.
6. Importance. This involves determining which particular data should be gathered.
7. Scope. A further condition of utility is that evaluative information have adequate scope.
8. Credibility. This criterion concerns whether the audience trusts the evaluator and supposes him to be free of bias in his conduct of the evaluation.
9. Timeliness. This is perhaps the most critical of the utility criteria.
10. Pervasiveness. This final utility criterion concerns the dissemination of the evaluation findings.
11. Cost/effectiveness. This one refers to the need to keep evaluation costs as low as possible without sacrificing quality.

At the present, the concept of meta-evaluation has been recognized as a means to increase the quality and effectiveness of internal and external quality assessment. The new meta-evaluation

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standards consisted of 5 standards: 1) validity 2) utility 3) ethicality 4) credibility and 5) cost-effectiveness.

There are ten steps of research method were as follows: 1) reviewing literature, 2) defining and preparing the meta-evaluation standards and criteria, 3) validating meta-evaluation standards by experts judgment, 4) improving and correcting meta-evaluation standards, 5) developing instruments, 6) validating the instruments to be used for meta-evaluation, 7) developing in training curriculum for the meta-evaluators, 8) selecting internal quality assessment for training, 9) implementing the evaluation quality reports based on meta-evaluation standards, and 10) concluding the results (Stufflebeam, 2011).

CONCLUSION

This research will be prepared to skim fundamental research with titles meta evaluations based quality improvement programs in vocational high schools to be implemented two years (2015-2016) to the future. This paper is an initial part of the research and development (R & D) which starts from field survey, the study of literature and research studies to create the conceptual model of meta evaluation instrument device that will be developed into a fit of the meta evaluation model. Conceptual Meta evaluation models should be validated and tryout/ field testing to obtain meta evaluation model was fit. The model is fit is what will be used to evaluate the improvement in the quality MBS of vocational high school. Therefore, there are some models that were examined for further development according to the stages of R & D that are choosed.Stages are first started from a field survey, the study of literature and research results; formulate problems and objectives; design and develop a conceptual model with instruments. Followed by the content and construct validation, testing and revision of the model, data collection, processing and analysis, reporting, making first research article and second research synopsis. The urgency of research because the research will be basic for the development and design of the second year of research for quality improvement continues. The importance of this research viewed from three sides of the development of science and technology, development support, and institutional development. From the point of science and technology, as well as program evaluation meta model of the device can be used as a reference, providing scientific contributions in improving the learning and evaluation process, adding to the treasures of science and various models in the field of evaluation. The results of the study can be used as a basic coaching to improve school performance, teacher performance, student motivation, curriculum development, student services, improvement of facilities/ infrastructure, improving the quality of education and vocational outcomes, management , industry co-operation relations, feedback to the leadership, institutional development, feedback for vocational and local governments as a recommendation for further action.

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